

# ESEA TITLE II, PART A

NON-REGULATORY GUIDANCE

Revised

October 5, 2006

[HTTP://WWW.EDUCATION.NE.GOV/FEDERALPROGRAMS/DOCUMENTS/TITLE%20II/  
TITLE%20IIA/US%20DEPT%20OF%20EDUCATION%20GUIDANCE%202006.PDF](http://www.education.ne.gov/federalprograms/documents/title%20ii/title%20IIA/US%20DEPT%20OF%20EDUCATION%20GUIDANCE%202006.PDF)

# Purpose of the *Title II, Part A* program

“to increase the academic achievement of all students by helping schools and districts improve teacher and principal quality and ensure that all teachers are highly qualified.” (B-1, p.2)

“to reduce class sizes by creating additional classes in a particular grade or subject and placing highly qualified teachers hired with program funds in those classes.”  
(E-17, p. 35)

# Needs Assessment

(D-11, pp. 24-25)

- The purpose of the needs assessment is to determine the needs of the LEA's teaching force in order to be able to have all students meet challenging State content and academic achievement standards.
- The needs assessment also identifies those areas that an LEA should strengthen, such as areas of weakness in student academic achievement, as part of a meaningful plan for professional development and hiring.

# Needs Assessment

(D-11, pp. 24-25)

The LEA uses the results of this assessment to plan its *Title II, Part A* activities, keeping in mind its student achievement goals and its plan for ensuring that all teachers in core academic areas meet the “highly qualified” requirements.

# Needs Assessment – Targeting Funds

(D-14, pp. 25-26)

LEAs must target funds to schools that:

- (1) have the lowest proportion of highly qualified teachers,
- (2) have the largest average class size,
- (3) are identified for school improvement under Section 1116(b) of *Title I, Part A* [Section 2122 (b)(3)].

# Needs Assessment – Targeting Funds

(D-14, pp. 25-26)

LEA should consider whether to target *Title II, Part A* funds to help it meet its responsibilities under *Title I* to:

- 1) work in consultation with schools as the schools develop and implement their plans or activities under Section 1119
- 2) comply with the requirements of Section 1119 regarding the qualifications of teachers and paraprofessionals and professional development; and
- 3) ensure that low-income students and minority students are not taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers.

# **Needs Assessment – eliminating achievement gap** (D-17, p. 26)

Since the law requires each LEA to develop a strategy for closing this achievement gap, the LEA presumably will want to use the needs assessment process to engage teachers, principals, and other staff in identifying key professional development and hiring needs in this critical area.

# GMS Application Linkage

- School Improvement Plan
  - Student Achievement Data and other information in the needs assessment section
  - Information in the Goals &/or Mission Section
- Consolidated Application
  - Goals and Needs Section
  - Program Information Section for ESEA Title IIA project



# ***Allowable Costs – Professional Development*** (E-1, 3, p29)

- 3. Providing professional development activities that improve the knowledge of teachers and principals and, in appropriate cases, paraprofessionals, in:
- Content knowledge. Providing training in one or more of the core academic subjects that the teachers teach; and

# ***Allowable Costs – Professional Development***

**(E-1, 3, p29)**

- Classroom practices. Providing training to improve teaching practices and student academic achievement through (a) effective instructional strategies, methods, and skills, and (b) the use of challenging State academic content standards and student academic achievement standards in preparing students for the State assessments.

# Allowable Costs - professional development (E-1, 4, p.29)

Providing professional development activities that improve the knowledge of teachers and principals and, in appropriate cases, paraprofessionals, regarding effective instructional practices that:

- a. Involve collaborative groups of teachers and administrators;
- b. Address the needs of students with different learning styles, particularly students with disabilities, students with special needs (including students who are gifted and talented), and students with limited English proficiency;

# Allowable Costs - professional development (E-1, 4, p.29)

- c. Provide training in improving student behavior in the classroom and identifying early and appropriate interventions to help students with special needs;
- d. Provide training to enable teachers and principals to involve parents in their children's education, especially parents of limited English proficient and immigrant children; and
- e. Provide training on how to use data and assessments to improve classroom practice and student learning.

# **Allowable Costs: Professional Development Supplies and Materials (E-10, p. 33)**

Only supplies/instructional materials that will be used for professional development activities can be purchased with Title IIA funds

# Core Academic Subjects Highly Qualified Teachers

NDE Website Resource:

<http://www.education.ne.gov/federalprograms/Documents/Title%20II/QualifiedTeachers/QualifiedTeacherAppInstructions2008.pdf>

Core academic areas, as defined by NCLB, include: English, Reading and Language Arts, Mathematics, Science, Foreign Languages, Civics and Government, Economics, Art, Music, History, and Geography.

# Core Academic Subjects

## Highly Qualified Teachers

Core academic areas do not include Preschool (except for Title I preschool programs that are part of an approved schoolwide plan), Health and Physical Education, Career Education (Agriculture, Business Education, Cooperative Education, Family and Consumer Sciences, Industrial Technology, Information Technology, Marketing, and Trade and Industrial Education), Coaching, or Driver Education. Courses that are exempt from NCLB qualified teacher requirements include: Psychology, Sociology, Anthropology, Humanities, Journalism, Debate, Drama, Theatre, Photography, Radio-TV Production, and Religion.

# **Allowable Costs: Class-size Reduction**

(E-17, p. 35)

LEAs may reduce class sizes by creating additional classes in a particular grade or subject and placing highly qualified teachers hired with program funds in those classes or forming smaller instructional groups served by highly qualified teachers for sustained blocks of time on a regular basis.



# Supplement not Supplant (E-15, p. 35)

- Funds must be used to supplement, and not supplant, any non-Federal funds that would otherwise be used for authorized Title II, Part A activities.
- Decision-making screens:
  - In the absence of federal funds, what would occur
  - Is the activity required by law or state/local policy

# PRIVATE SCHOOL PARTICIPATION

(G, p. 47)

- Under the *Title II, Part A* program, private school teachers, principals, and other educational personnel are eligible to participate to the extent that the LEA uses funds to provide for professional development for teachers and other school personnel.

# **Private School - equitable participation**

(G-2, p. 48)

- Participation is considered to be equitable if the public and private educational agencies and institutions:
  - (1) assess, address, and evaluate the needs and progress of both groups of teachers in the same manner;
  - (2) provide approximately the same amount of training and, where appropriate, instruction to teachers with similar needs;

# Private School - equitable participation

(3) spend an equal amount of funds per student to serve public and private school teachers; and

(4) provide private school teachers with an opportunity to participate in *Title II, Part A* program activities equivalent to the opportunity provided public school teachers.

# Ensuring equitable services

(G-10, pp. 50-51)

- Assess, address, and evaluate the needs and progress of both public and private school teachers;
- Spend an equal amount of funds per student to serve the needs of public and private school teachers and their students;
- Provide private school teachers with an opportunity to participate in *Title II* activities equivalent to the opportunity provided public school teachers; and
- Offer educational services to private school teachers that are secular, neutral, and non-ideological.

# Determining the minimum amount required for equitable services

- Assume that LEA is spending at least as much for professional development under *Title II, Part A* as it did in FY 2001 under the Eisenhower Professional Development and Class-Size Reduction programs. (G-4, p. 49)
- Calculate equal expenditures on the basis of the relative enrollments of public and private school students. (G-2, p. 48)

# **Private Schools - *Eligible Activities***

*(G-8, p. 50)*

Professional development activities may include:

- 1) Improving the knowledge of teachers, principals, and other educational personnel in one or more of the core academic subjects and in effective instructional teaching strategies, methods, and skills;
- 2) Training in effectively integrating technology into curricula and instruction;
- 3) Training in how to teach students with different needs, including students with disabilities or limited English proficiency, and gifted and talented students;

# **Private Schools - *Eligible Activities***

*(G-8, p. 50)*

- 4) Training in methods of improving student behavior, identifying early and appropriate interventions, and involving parents more effectively in their children's education;
- 5) Leadership development and management training to improve the quality of principals and superintendents; and
- 6) Training in the use of data and assessments to improve instruction and student outcomes.



# **Faith-based professional development conferences**

(G-12, p. 51)

The portion of the conference that is part of a sustained and comprehensive secular professional development plan for the teachers may be financed by Title IIA project funds. Reimbursement costs must be paid to the teacher who attended the meeting. Public schools cannot make payments to private schools for training expenses.